



# Harborne Primary School

## ***Special Educational Needs and Disabilities Policy***

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## Statement of Intent

Harborne Primary School believes that all pupils are entitled to an education that enables them to achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood.

This policy outlines the framework the school will use in meeting its duties, obligations and principal equality values in providing an appropriate, high-quality education and opportunities for all to fulfil their academic and personal potential.

Through successful implementation of this policy, the school aims to eliminate discrimination and promote equal opportunities.

### 1. Aims

As a school we aim to work with the Local Authority to:

- Provide a safe and secure environment where all individuals are valued, feel that they belong and make positive contributions
- Lead with a child centred approach that involves pupils and their parents in decision-making
- Deliver a broad and balanced curriculum with appropriate and effective teaching and learning. This includes the National Curriculum in line with the Special Educational Needs and disability (SEND) Code of Practice
- Fulfil statutory duties towards pupils with SEND in line with the SEND Code of Practice
- Promote disability equality and equality of opportunity, fulfilling the duties under the Equality Act 2010 towards individual disabled pupils
- Challenge and support all of our pupils so that they achieve success, ensuring that none are limited by their background or circumstances
- Develop our students with life-long and transferable skills to prepare them for the responsibilities and challenges of adult life, including independent living and employment
- Ensure that there is high-quality provision to meet the needs of pupils with SEND, with specific focus on inclusive practice, removing barriers to learning and making best use of staff and resources
- Ensure that pupils with SEND engage in the activities of the school alongside pupils who do not have SEND
- Identify pupils' needs early and intervene to support them
- Collaborate with education, health and social care services to provide support
- Make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled pupils are not at a substantial disadvantage compared with their peers
- Designate a suitably qualified teacher to be responsible for coordinating SEND provision, i.e. the SENDCo
- Inform parents when special educational provision is being made for their child
- Review, prepare and publish important information about the school and its implementation of relevant SEND policies, including:
  - Accessibility plans setting out how they plan to increase access to the curriculum and the physical environment for pupils with SEND
  - Information about the admission arrangements for pupils with SEND and the steps taken to prevent them being treated less favourably than others

- A SEND Information Report about the implementation of the school's policy for pupils with SEND.

## 2. Legal framework

This is based on the statutory guidance [Special Educational Needs and Disability \(SEND\) Code of Practice](#), [Keeping Children Safe in Education](#) and [working together to improve school attendance](#).

This policy is also based on the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The governance guide for [maintained schools](#) which sets out governors' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

This policy operates in conjunction with the following school policies and reports:

- Equal Opportunities Policy
- Data Protection Policy
- Supporting Pupils with Medical Conditions Policy
- Safeguarding and Child Protection Policy
- Suspension and Exclusion Policy
- Behaviour Policy
- Anti-Bullying Policy
- Online Safety Policy
- Complaints Policy
- Accessibility Plan
- SEND Information Report

## 3. Definitions

The Children's and Families Act 2014 states that a child has special education needs (SEN) if they have a learning difficulty or disability, which calls for special educational provision to be made for them:

- A significantly greater difficulty in learning than most others of the same age
- A disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream settings

- Special educational provision that is additional to or different from that made generally for other children or young people of the same age by mainstream settings.

The Equality Act 2010 defines disability as ‘a person with a physical or mental impairment which has a substantial long-term adverse effect on their ability to carry out normal day-to-day activities.’ Thus the legal definition of disability is not same as the definition of special educational needs. It is therefore possible to be disabled under the Equality Act 2010 and not have SEN, and vice versa. It is also possible to be both disabled under the Equality Act 2010 and have SEN. The school accepts that a medical diagnosis may mean that a child is disabled but does not necessarily have SEN. School will always consider the pupil’s educational needs as well as a medical diagnosis or disability.

The school plans, manages and reviews SEND provision across the following four broad areas of need:

- Communication and interaction, for example, moderate/severe/profound and multiple learning difficulties, dyslexia, dyspraxia
- Cognition and learning, for example autistic spectrum conditions, speech and language difficulties
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), depression, anxiety
- Sensory and/or physical needs, for example, visual impairment, hearing impairment, physical disability.

A pupil may have additional needs in one or more of these four areas of need.

#### **4. Roles and responsibilities**

The Governing Body will be responsible for:

- Working with the Headteacher and SENDCo to determine the strategic development of school’s policy and procedure
- Ensuring the school meets its duties in relation to supporting pupils with SEND and that areas for development are addressed
- Considering SEN and Disability issues and monitoring the quality of effectiveness of SEND provision within school
- Ensuring that there is a qualified teacher designated as SENDCo for the school
- Publishing information on the school website about how the school is implementing its SEND policy, in an SEN information report
- Publishing information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school’s accessibility plans

The Headteacher will be responsible for:

- Working with the Inclusion Lead, SENDCo and SEND Link Governor to determine the strategic development of the SEND Policy and provision
- Ensuring the school holds ambitious expectations for all pupils with SEND
- Establishing and sustaining culture and practices that enable pupils with SEND to access the curriculum and learn effectively

- Ensure staff work effectively in partnership with parents, carers and professionals, to identify additional needs and SEND of pupils, providing support and adaptation where appropriate
- Ensure the school fulfils its statutory duties with regard to the SEND code of practice
- Work with the governing board to ensure that there is a qualified teacher designated as SENDCo for the school
- Ensure the SENDCo has sufficient time and resources to carry out their functions
- Provide the SENDCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities
- Ensure the SENDCo has or is completing either the National Award for Special Educational Needs Co-ordination or the National Professional Qualification (NPQ) for Special Educational Needs Co-ordinators
- Regularly and carefully reviewing the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements
- Ensure that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.

The SENDCo will be responsible for:

- Collaborating with the Headteacher, relevant senior leaders and the Governing Body, to determine the strategic development of the SEND policy and provision in the school
- The day-to-day responsibility for the operation of SEND policy
- The coordination of specific provision made to support individual pupils with SEND
- Liaising with the relevant designated teacher for LAC with SEND
- Advising on a graduated approach to providing SEND support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with the parents of pupils with SEND
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required
- Being a key point of contact for external agencies, especially the LA and LA support services
- Liaising with the potential future providers of education to ensure that pupils and their parents are informed about the options, and a smooth transition is planned
- Working with the relevant governors and the headteacher to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEND up-to-date, in line with the school's Data Protection Policy
- Providing professional guidance to colleagues, and working closely with staff, parents and other agencies
- Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family.

Teachers will be responsible for:

- Planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents, the SENDCo and, where appropriate, the pupils themselves

- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving
- Ensuring every pupil with SEND is able to study the National Curriculum
- Being accountable for the progress and development of the pupils in their class
- Challenge and support all pupils making adaptations for those whose prior attainment is significantly above or below the expected standard or, come from disadvantaged backgrounds
- Maintaining accurate records of attainment, targets and provisions for pupils
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with
- Understanding and implementing strategies to identify and support vulnerable pupils with the support of the SENDCo
- Use appropriate assessment to set targets which are deliberately ambitious
- Be responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff
- Keeping the relevant figures of authority up-to-date with any changes in behaviour, academic developments and causes of concern. The relevant figures of authority include the headteacher.

Teaching Assistants will be responsible for:

- Being part of the continuous cycle of assess, plan, do, review
- Fostering the self-esteem and success of pupils with whom they are involved
- Keeping accurate records of the work they carry out
- Reporting matters of concern and achievement to the Class Teacher
- Developing positive and effective relationships with parents/carers to support pupil attainment and wellbeing.

Parents and carers:

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress.

The school will take into account the views of the parents or carers in any decisions made about the pupil.

Pupils:

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions.

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

## **5. SEND Information Report**

The school publishes a SEND information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

## **6. SEND Support at Harborne Primary School**

### **6.1 Identifying SEND**

The school recognises that early identification and effective provision improves long-term outcomes for pupils. As part of the overall approach to monitoring the progress and development of all pupils, it has a clear approach to identifying and responding to SEND as outlined in the school's SEN Information Report.

With the support of the Senior Leadership Team and the SENDCo classroom teachers conduct regular progress assessments for all pupils, with the aim of identifying pupils who are making less than expected progress, given their age and individual circumstances.

'Less than expected progress' will be characterised by progress which:

- Is significantly lower than that of their peers starting from the same baseline
- Does not match or better the pupil's previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap.

Please note that slow progress and low attainment do not automatically mean a pupil is record as having, or has, SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

Children are also assessed when they first arrive at the school. If a child arrives at the school and has been identified by their previous setting as having SEN, is known to external agencies and/or has an SSPP or EHCP, then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

Harborne Primary School prides itself on the early identification of Special Educational Needs. Once a pupil has been identified as having possible SEN by a teacher, TA, parent/carer or agency, a graduated approach is followed (as set out on page 10 of the SEN Information Report), with the **assess, plan, do, review** cycle employed at each of the stages below:

- Stage A - High Quality Teaching: the class teacher will meet with the parent/carer to discuss concerns and make adaptations to classroom provision to try to support the child to improve their progress. If progress does not improve over a 6 week period, then the school will proceed to:
- Stage B – Inclusion Team Involvement: the class teacher completes an inclusion referral, with the consent of parents/carers. The SENDCo will consider this and make recommendations for interventions, alongside observing the child and potentially submitting referrals to external agencies. An Individual Target Plan (ITP) might be created at this point with specific targets for a child which are created through an assessment tool called Toolkit Tracker. At this point a child might be added to the SEND register. Following the implementation of the strategies suggested, if there is no further progress, then the school will proceed to:
- Stage C – SEND Register and Learning Plan: a learning plan is written for the pupil, setting out personalised SMART (specific, measurable, achievable, realistic, time-bound) targets for the observation period. Pupil and parent voice is included in this plan, which is reviewed termly with parents/carers at SEND Review Meetings. At this stage, the pupil will be added to the SEND Register, and parents/carers formally notified of this. There may be further referrals made to external agencies during this stage. If progress is not made within the timeframe set out in the learning plan, then the school will proceed to:
- Stage D – Application for SSPP/EHCP: external agencies will be consulted for advice and support, if this has not already taken place. Following consultation with relevant agencies, parents/carers and the pupil, an application will be made to the Local Authority for an SSPP (SEND Support Provision Plan) or EHCP (Education, Healthcare Plan) via the statutory processes set out in the SEND Code of Practice. There is no guarantee that this will result in the granting of an SSPP or EHCP, but the school will work alongside parents/carers at every stage to ensure the best possible outcome for pupils.

## 6.2 SEND support

The school is aware of its statutory duty to provide a broad and balanced curriculum and recognise that high quality teaching, which is adapted for individual pupils, is the first step in responding to pupils who have or may have SEND.

Many children who are not progressing as expected or are falling behind their peers can be supported through normal teaching and learning strategies, modification to teaching approaches and to classroom organisation, and/or through ancillary equipment or aids. Those who have SEND, however, will sometimes require interventions or SEN provisions that are additional to, or different from, those normally provided.

The SENDCo will support the teachers and teaching assistants with advice in providing interventions in class.

Provision will be regularly appraised throughout the year, in the light of on-going and changing needs.

Decisions on whether to make special educational provision for pupils will be based upon:

- Discussions between the teacher and SENDCo

- Analysis of the pupil's progress – using internal formative and summative assessments, alongside national data and expectations of progress, and reports from external agencies (where relevant)
- Discussion with the pupil (where appropriate) and their parent/carer.

Once a pupil has been identified with SEND, the school will employ a graduated approach to meeting the pupil's needs. This will be through the adoption of a four-part cycle – **assess, plan, do, review** – whereby earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. The process is as follows:

- **Assess:** establishing a clear assessment of the pupil's needs. Teaching staff or SENDCo will carry out more detailed assessment to inform the kind of provision required. All available evidence will be used including historical information, attainment, information from parents and teachers, and, where appropriate, information from outside agencies.
- **Plan:** agreeing the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. These assessments will lead to a plan of action. Targets will be given, and suggestions will be made about how parents/carers can support the child at home.

The plan will be implemented, and provision will be made. The provision will depend on the need but could involve any of the following:

- small group work
  - paired work
  - pre-tutoring
  - extra guided sessions
  - different teaching approaches e.g. specific IT programmes such as Word Shark
  - specific interventions such as Precision Teaching
  - specific resources such as writing frames, or specific practical apparatus
  - staff development and training to introduce more effective strategies
  - interventions and strategies set out in SSPPs or EHCPs.
- **Do:** implementing the agreed interventions and support. The plan will be implemented over a number of weeks, often over a term. During this time, teachers will continue to observe and assess the impact of the additional support and include the child in this process.
  - **Review:** analysing the effectiveness of the interventions and their impact on the pupil's progress in line with the agreed review date. The progress of every pupil is monitored at termly pupil progress meetings. In addition to this, the progress of pupils with SEND is reviewed at SEND Review Meetings with the teacher, parent/carer and child. Review Meetings take place termly.

At this meeting, a decision will be made, either to discontinue the additional support and provision because the child has made sufficient progress to close the gap, or to continue/adapt the support and prepare another plan.

If the child continues to make no or very little progress, a decision will be made about further steps that could be taken, including involving outside agencies.

### 6.3 Evaluating Impact

We are constantly looking for ways to improve our SEND practice. We will do this by evaluating whether or not we are meeting our objectives.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents/carers
- Feedback from external agencies, where appropriate.

## 7. Levels of support

### SEND Provision (K)

Once a pupil has been identified with SEND, the school will employ a graduated approach to meeting the pupil's needs. This will be through the adoption of a four-part cycle – **assess, plan, do, review** – whereby earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

Pupils receiving SEN support will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

### SEND Support Provision Plans (K with funding)

Where children experience a high level of need and require additional resources, school and parents may agree to request a SEND Support Provision Plan (SSPP). Additional funding is requested from the Local Authority with the plan, based on a multi-agency involvement. If granted, this funding is used to provide more specialist interventions and/or additional support in class.

### Education Health Care Plan (E)

Where a pupil continues to struggle or make limited/no progress, the school supports the local authority Special Educational Needs Assessment and Review team (SENAR) by providing the evidence required for an Educational Health and Care Plan. This is in accordance with the SEND Code of Practice (2015). The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The local authority considers this evidence for a Needs Assessment and if appropriate makes a multi-disciplinary assessment, including assessments by Health Services. If the local authority deems an EHC Plan is appropriate, it will issue a draft EHC Plan. The draft EHC Plan is reviewed and agreed by the parents and a Final EHC Plan is issued to school and parents. EHC Plans are reviewed annually. Details of this process can be found on the website: [www.localofferbirmingham.co.uk](http://www.localofferbirmingham.co.uk)

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

## **8. Early years pupils with SEND**

All early years providers are required to have arrangements in place to identify and support children with SEND and to promote equality of opportunity for children in their care. These requirements are set out in the EYFS framework.

The school will ensure all staff who work with young children are alert to emerging difficulties and respond early.

The school will:

- Ensure that staff listen and understand when parents express concerns about their child's development, as well as listening to any concerns raised by children themselves
- Monitor and review the progress and development of all children throughout the early years
- Use its best endeavours to make sure that a child with SEND gets the support they need
- Ensure that children with SEND engage in the activities of school alongside children who do not have SEND
- Provide information for parents on how it supports children with SEND
- Inform parents when the school makes special educational provision for their child
- Follow a graduated approach to assessing, planning, implementing, and reviewing provision and progress – the 'assess, plan, do, review' cycle.

## **9. EAL**

The school is aware that there may be pupils at the school for whom English is an additional language and appreciates that having EAL is not equated to having learning difficulties. At the same time, when pupils with EAL make slow progress, it will not be assumed that their language status is the only reason; they may have an additional need.

The school will consider the pupil within the context of their home, culture and community and look carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of English or arise from SEND.

## **10. Attendance**

Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, they may need additional support.

Our approach to supporting pupils who are absent from school due to their SEND is set out in our Attendance Policy.

## **11. Safeguarding**

The school recognises that evidence shows pupils with SEND are at a greater risk of abuse and maltreatment, so will ensure that staff are aware that pupils with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying
- May face additional risks online, e.g. from online bullying, grooming and radicalisation

- Are at greater risk of abuse, including child-on-child abuse, neglect, and sexual violence and harassment.

The school recognises that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers can include, but are not limited to:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration
- These pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils
- The potential for pupils with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in managing or reporting these challenges
- A different cognitive understanding and potential difficulty in understanding the difference between fact or fiction in online content.

Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice any changes behaviour or mood, or any injuries, and these indicators will be investigated by the DSL in collaboration with the SENDCo.

School staff will be particularly alert to the potential need for early help for pupils with SEND and additional needs.

The governing body and headteacher will ensure that pupils with SEND are taught about how to keep themselves and others safe including online. The school will ensure that teaching of safeguarding is tailored to the specific needs and vulnerabilities of pupils with SEND.

Any reports of abuse involving pupils with SEND will involve close liaison between the DSL and the SENDCo.

## **12. Admissions**

Children are admitted to school in the September following their fourth birthday. This means children can start Reception at any point between their 4th birthday and the term after their 5th birthday, but they are legally required to be in school full-time by the term after their 5th birthday.

In line with Birmingham City Council policy, places are offered in the following order of priority:

- Children with an Educational Health Care Plan that names this school.
- Looked After Children or Previously Looked After Children
- Children with brothers or sisters already in school
- Those living nearest the school.

The school's admissions arrangements are set out in the Determined Scheme for the Co-Ordinated Admissions to Schools and Academies. This is published on the school's website.

## **13. Accessibility**

The school's Accessibility Plan sets out the arrangements to prevent disabled children from being treated less favourably than other pupils, and the facilities provided to help disabled pupils access the school. This can be accessed on the school website.

## 14. Transition

The school is aware of the importance of planning and preparing for the transitions between phases of education and preparation for adult life.

When pupils with SEND join the school we will:

- Liaise with the previous school for key, relevant information
- Offer transition support, bespoke to the child and family.

When pupils with SEND leave the school we will:

- Pass on information about the pupil's educational history to any receiving school
- Complete other transfer documentation as required
- Where a child has significant needs that make transition a challenging time, we will support transition with visits to the new school, the making of a transition book and visits by new teachers to meet the pupil in school
- Liaise with the SENDCo of the new school, if they are available.

Where pupils have EHC plans, these will be reviewed and amended in sufficient time prior to a pupil moving between key phases of education, to allow for planning for and, where necessary, commissioning of support and provision at the new setting.

## 15. Involving pupils and parents in decision-making

The school is committed to working in partnership with all parents in the best interests of their child and will provide an annual report for all parents on their child's progress.

Where a pupil is receiving SEND support, the school will regularly liaise with parents in setting outcomes and reviewing progress. The class teacher, supported by the SENDCo, will meet with the parents regularly throughout the year.

The planning that the school implements will help parents and pupils with SEND to express their needs, wishes and goals, and will:

- Focus on the pupil as an individual, not allowing their SEND to become a label
- Be easy for pupils and their parents to understand by using clear, ordinary language and images, rather than professional jargon
- Highlight the pupil's strengths and capabilities
- Enable the pupil, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future
- Tailor support to the needs of the individual
- Organise assessments to minimise demands on parents
- Bring together relevant professionals to discuss and agree together the overall approach
- Actively seek to work closely with parents and value the contribution they make
- Utilise the knowledge and experience parents have of their own child to best support them
- Inform parents at the start of any SEND provision and update parents on changes and amendments
- Invite parents to discuss pupil's progress
- Develop an on-going partnership with parents

- Provide access to the school's SEND Policy and the Local Authority's Local Offer through the school website.

Where the Local Authority provides a pupil with an EHC plan, the school will involve the parents and the pupil in discussions surrounding how the school can best implement the plan's provisions to help the pupil thrive in their education and will discern the expected impact of the provision on the pupil's progress.

## **16. Publishing Information Online**

The school will publish information on the school website about the implementation of this policy. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. Our website contains a summary of what we are able to offer children with additional needs and reflects this policy. This document is called Harborne Primary's SEND Information Report and reflects Birmingham Local Authority's 'Local Offer'. Birmingham has a dedicated website for children with disabilities and special educational needs. This can be found at: <https://www.localofferbirmingham.co.uk/>

## **17. Staff training and improving practice**

The school is committed to the learning and development of all of its staff members and training opportunities will be provided and delivered in line with the school's Teaching and Learning Policy.

The school SENDCo will assess staff competencies and ensure that training provision allows staff to develop their awareness, skills, and practices in identifying, educating, and assessing pupils with SEND.

## **18. Use of data and record keeping**

All information about pupils will be kept in accordance with the school's Data Protection Policy.

The school's records will:

- Record details of additional or different provision made under SEND support, with accurate information to evidence the SEND support that has been provided over the pupil's time in the school, as well as its impact, e.g. through the use of provision maps
- Include details of SEND, outcomes, action, agreed support, teaching strategies and the involvement of specialists, as part of its standard management information system to monitor the progress, behaviour and development of all pupils
- Maintain an accurate and up-to-date register of the provision made for pupils with SEND.

## **19. Managing complaints**

Where parents/carers have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

If a complaint cannot be resolved through informal discussion via the channels above, a formal complaint can be made via the school's Complaints Policy, which can be found here: [Harborne Primary School - Policies](#)

If a complaint relates to the Local Authority's support for additional learning needs or disabilities, or to the Local Authority's EHCP and assessment decisions, a formal complaint can be made by following the instructions here: [Resolving Concerns - Local Offer Birmingham](#)

Following a parent's serious complaint or disagreement about the SEND provision being made for their child, the school will contact the LA immediately to seek disagreement resolution advice, regardless of whether an EHC plan is in place or not.

The school is aware of the formal and informal arrangements for resolving disagreements at a local level and will work with the LA in responding to requests for information as part of procedures for:

- Disagreement resolution
- Mediation
- Appeals to the SEND Tribunal.

Parents will be made aware that Ofsted can consider complaints relating to whole-school SEND early years provision if the problem has not been resolved informally.

The school will meet any request to attend a SEND tribunal and explain any departure from its duties and obligations under the SEND Code of Practice.

## **20. Monitoring and review**

The policy is reviewed on an annual basis; any changes made to this policy will be communicated to all members of staff, parents of pupils with SEND, and relevant stakeholders.

All members of staff are required to familiarise themselves with this policy as part of their induction programme.